

SUCCESSNC TALKING POINTS
(Education Cabinet Meeting, August 26, 2010)

- In January of this year, UNC and the NC Community College system launched an exciting new collaboration called SuccessNC
- This initiative is an outgrowth of joint planning discussions in Fall 2009 and is supported by UNC's UNC Tomorrow efforts and the NCCCS SuccessNC Strategic Plan
- This initiative aligns with the Governor's "Ready, Set, Go" agenda to "Increase the number of students graduating from colleges, universities, and community colleges to truly innovate and affect NC's economic future." (See, S.L. 2010-10, Sec. 7.8.(a)(3)e.)
- Our goal through SuccessNC is to increase the number of North Carolinians with college degrees and workplace relevant credentials to prepare them for success in today's 21st century knowledge-based workforce.
- We have a 3-part plan:
 1. To **ALIGN** our goals and processes to achieve increased student success,
 2. To **ACCELERATE** successful degree completion through online learning, and
 3. To **ASSIST** students in successfully moving from high school into and through college and workplace credential programs.
- To achieve these goals, we are working together to:

FIRST – to **ALIGN** our goals and processes, we are working to set **joint** goals and benchmarks to increase the number of people with college degrees and workplace credentials, and also jointly plan for student enrollment growth and both community colleges and UNC campuses – this kind of joint planning between the two systems has never been done before, and will give us the ability to comprehensively assess where we are and where we need to go.

PROGRESS TO DATE: We have developed the capability to jointly project enrollment growth and baseline degree production projections. Baseline degree production projections are just that – a baseline that assumes the rate of degree production remains constant over the next 10 years with no improvements in performance. From these baselines, increased degree production benchmarks and goals will be set.

Examples of baseline degree production projections:

- By 2019-20, UNC will graduate 45,306 baccalaureate degree holders (an increase of 12,999 over 2007-08).

**Attachment PLAN 3
(Revised 09/15/2010)**

- By 2019-20, NCCCS will graduate 28,318 associate degree holders (and increase of 10,646 over 2007-08)

NEXT STEPS: Degree production baseline projections will be vetted with UNC campuses this fall, and benchmarks and goals for increased degree production above the baseline will be determined. Similar benchmark and goal setting will be conducted by NCCCS this fall and winter. Both systems will be prepared to announce formal 10-year benchmarks and goals by Spring 2011. Thereafter, benchmarks and goals will be reviewed and updated on a rolling 2-year cycle concurrent with enrollment growth projection updates.

As we set our joint goals, we will also streamline the current articulation agreements between UNC and Community College campuses so that both traditional and non-traditional students can clearly understand the requirements needed to complete their degree and experience a more seamless transition from community college to university.

PROGRESS TO DATE: The current 44-hour core curriculum covered under the Comprehensive Articulation Agreement has been reviewed by the Transfer Advisory Committee. The TAC recommended comprehensive curriculum review, with particular emphasis on alignment in English and Math courses. The review would be conducted by disciplinary panels comprised of UNC and Community College faculty.

NEXT STEPS: Funding for the disciplinary review panels has been secured through the College Access Challenge Grant. TAC will oversee development of the review panel process. Process will be finalized during the fall, and review panels will be constituted and being work in early 2011.

SECOND, to ACCELERATE students to successful degree completion, we will leverage UNC's online course and degree programs – including its 73 baccalaureate completion programs – by partnering with community college campuses to establish Online Degree Centers where community college students can complete both their associate degree AND their baccalaureate degree without having to leave their home community. Not all students are in a position to leave home and attend one of our campuses – these students deserve the same opportunity to achieve the dream of a college degree. As we establish these centers, we will also develop the right kinds of student advising and support mechanisms that will be delivered at the community college campus so that these students can successfully complete their college degree program.

PROGRESS TO DATE: The main components of the Online Degree Centers have been identified (student advising services, on-campus advisors, online advising, online program liaisons, exam proctoring, computer lab space, etc.), and we have broadly

outlined how UNC and Community College campuses can partner to satisfy these components. We have also surveyed all UNC and Community College campuses to identify those with existing college transfer collaborative programs. Finally, we have submitted a grant to the Lumina Foundation to potentially support those components of the online centers that would specifically target adult degree completers.

NEXT STEPS: Finalize program components and identify up to 5 Community College campuses to serve as pilot sites to be announced during the fall, with the goal of launching the pilot centers during the Spring 2011 semester.

THIRD, to **ASSIST** students in successfully moving from high school into and through college and workplace credential programs, we are strengthening our focus on underrepresented students, especially minority males, by expanding the Community Colleges' successful Minority Male Mentoring Program to include partnerships with our UNC campuses. We are also working on consolidating and strengthening student financial aid programs so that economically challenged students will have easier access to the resources they need. Finally, we are working with our best and brightest faculty to design online remediation programs – particularly in the critical core subjects of writing, English, math and science – to better assist Community College faculty in providing instruction to students who need help in these areas and, ultimately, we want to expand these programs to the high school level so that remediation can be moved out of college and back to the secondary school level where it belongs – by doing this, we can strengthen the pipeline of students coming to our colleges and universities so that they have a better chance of succeeding.

PROGRESS TO DATE:

Minority Male Mentoring Program - Spring 2010 Minority Male Mentoring programs conducted jointly between 7 UNC campuses and 14 Community College campuses which served 132 minority male Community College Students. Funding for Spring 2011 programs secured through recurring state appropriations and College Access Challenge Grant funds. Co-branding and marketing plan being finalized and student tracking and program evaluation plan on track to be completed during the fall.

Online professional development – ASU's National Center for Developmental Education identified to work with community college developmental education experts to produce a series of online modules to provide pedagogical instruction for community college adjunct developmental education instructors. Funding for online modules has been identified. Additional phases of professional development programs to be developed during 2011.